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As a student of the first graduating class at Blackstone Valley Prep, learning that we would be moving into a brand-new, permanent building was exciting news. I had recently become interested in environmental science, and I saw an opportunity. There were no implementations of clean energy at all, causing me to wonder if I could possibly make this new setting sustainable. I decided to create an environmental science experiment by attempting to incorporate solar panels into the new building. Coincidentally, I stumbled upon a grant opportunity that would be awarded to the best proposal for an environmental science test.

I quickly began brainstorming which variables involved with solar panels could be compelling enough to persuade the school to add a new aspect to their architectural plan. After eliminating the variables of panel size and panel height off the ground, I decided that I should put the panels at different roof locations. The shade of trees and other buildings might change how much energy would be produced. My craving for a scientific breakthrough led to more and more ideas that I narrowed down to focus on the variables of panel angle and weather. No other experiment had used these variables, and the school would be the perfect research site. I began to realize that I wanted to connect the experiment to those in my school community to benefit more than just my intellectual curiosity and the environment.

However, the most beneficial outcome of such an experience was not simply supporting my community or peers, but rather finding a new interest of my own to pursue later on in life. I

am specifically proud of my actions as I have now considered and intend to major in Environmental Science, Environmental Economics, and Environmental/Public Policy at the University of Rhode Island to hopefully once again create a change in a world that is so giving but is not given back to enough.

Because these studies on the environment made, I have found a personal interest that would have been hidden throughout my entire life without the persuasion of a teacher at my school, causing me to feel as though the sciences found within our environment are key to a student's success. Due to such conceptual and joyous advantages found, I strongly believe in the Project Green Schools Program's implementation and lessons.